En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.1B Can the learner combine actions using personal and general space?	Same general considerations as previous experience.	
Develop a movement sequence which involves personal and general space.	Have the learners combine actions using personal and general space. - action sentence - action poetry - use of props For example, put three action words together to make a movement sentence. Bounce, spin, roll Explode, collapse, reach, gallop Action poetry: Explode and crumble Lean way out Then tumble, tumble Spin, turn Whip, round and round Run, legs settle Then, gently, touch the ground. With a balloon -toss, float, run, leap With a streamer -shake, fly, swing, settle	Does the learner's movement sentence combine/contrast movement in personal/general space? Does the learner perform smooth transitions in three out of five situations? Does the learner's movement compliment action words/poetry? Does prop enhance the learner's exploration of all aspects of space?

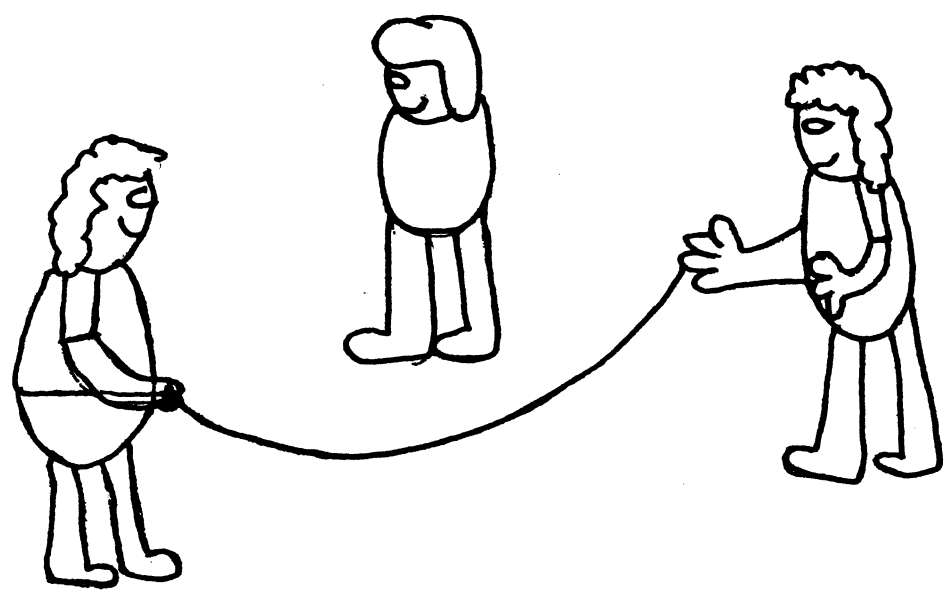
Grade Level: Kindergarten

Concept/Activity: Educational Dance and Rhythms - (Phenomena - Personal)

Performance Objective 2: The learner will be able to:
K.2. Utilize locomotor and non-locomotor movement in personal and general space to interpret gestures.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.2 **Can the learner interpret gestures through movement?**	Make movements exaggerated. Make them huge.	
Say "Hello" with your body three different ways. Choose the way you like best.	Use a drum if it will help to begin. Do each experience for 4 - 8 counts. Do each idea several times. Encourage expression and uniqueness. Movements should be with bodies, not with voices. By using gestures, express each statement convincingly.	Does the learner demonstrate expressive gestures in three out of five situations?
	Have the learners say hello to you with their bodies. Have them say hi with one hand, both hands, a foot, a head, and hips. Now turn, jump, change level, direction as you say hello.	Does the learner use exaggerated movements in four out of five situations?
Now say "It hurts right here." The pain is awful. Make sure the pain is obvious. Change level, move it through space. Show your pain with a bend, stretch, twist, jump, or hop. Make it faster, slower, larger, smaller.	Choose a way to indicate where the pain hurts you very much.	Does the learner involve the whole body when using gestures in four out of five situations? Does the learner demonstrate excruciating pain effectively in four out of five situations?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Try "yes," "no," "Come here," "Go away," "I like you," "I hate you." "I smell something," "Something smells awful," Add other ideas of the learners's.		
Develop a "Please, no!" but with a partner.	Get a partner. Let one learner be the child asking for something, saying "Please." One learner is the parent saying "No, absolutely not." Be convinving! Who will give in? Practice for several minutes, then have them perform their duet.	Does the learner relate to the partner to demonstrate convincing gestures in three out of five situations?



Grade Level: Kindergarten

Concept/Activity: Educational Dance and Rhythms (Body Awareness)

Objective : The learner will be able to:
K.3. Combine turning actions will locomotor actions to perform a movement sequence.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.3 Can the learner combine turning actions with locomotor actions?		
While in self space explore whole body actions which turn the body.	Look for use of a variety of parts. Encourage one body part to lead the turn.	Are a variety of ways to turn the body being tried?
Explore actions such as spin, whirl, twist, swivel, pivot, wind.	Compare the qualities of each turning action. What is the emphasis for each word? (speed, force, etc.)	Is it evident which body part is leading the action?
Do turning actions with the body at different levels, using different bases of support, at different speeds.	Encourage changes of level, use of unusual body parts to turn with (not just hands and feet) and changes of speed including accleration, deceleration. Encourage slow. It will be difficult for students at first.	Are the qualities of each action word being emphasized?
	Choose three different turning actions which are very different from each other. Practice them and show them to someone near you.	Are turning actions at a variety of levels, with an assortment of bases?
Move about the space and try locomotor actions which explode the qualities of darting, fleeing, rushing, slithering, creeping, pounding.	Choose your favorite locomotor action and repeat it several times.	Are the qualities of each locomotor action evident?
	Compare the qualities of each locomotor action. (time, weight, space, flow)	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.3A Can the learner do a movement sequence which uses turning actions with locomotor actions?		
Develop a sequence which places an emphasis on turning and locomotor actions.	Combine locomotor actions with turning actions. Locomotor actions should only be momentary and should flow into and out of turning actions.	Does the sentence have a definite beginning and end?
Help keep sequences short. Make a movement sentence with action words as a, stimulus. For example, dart, whirl, creep, wring.		Is there transition into and out of the turning action?

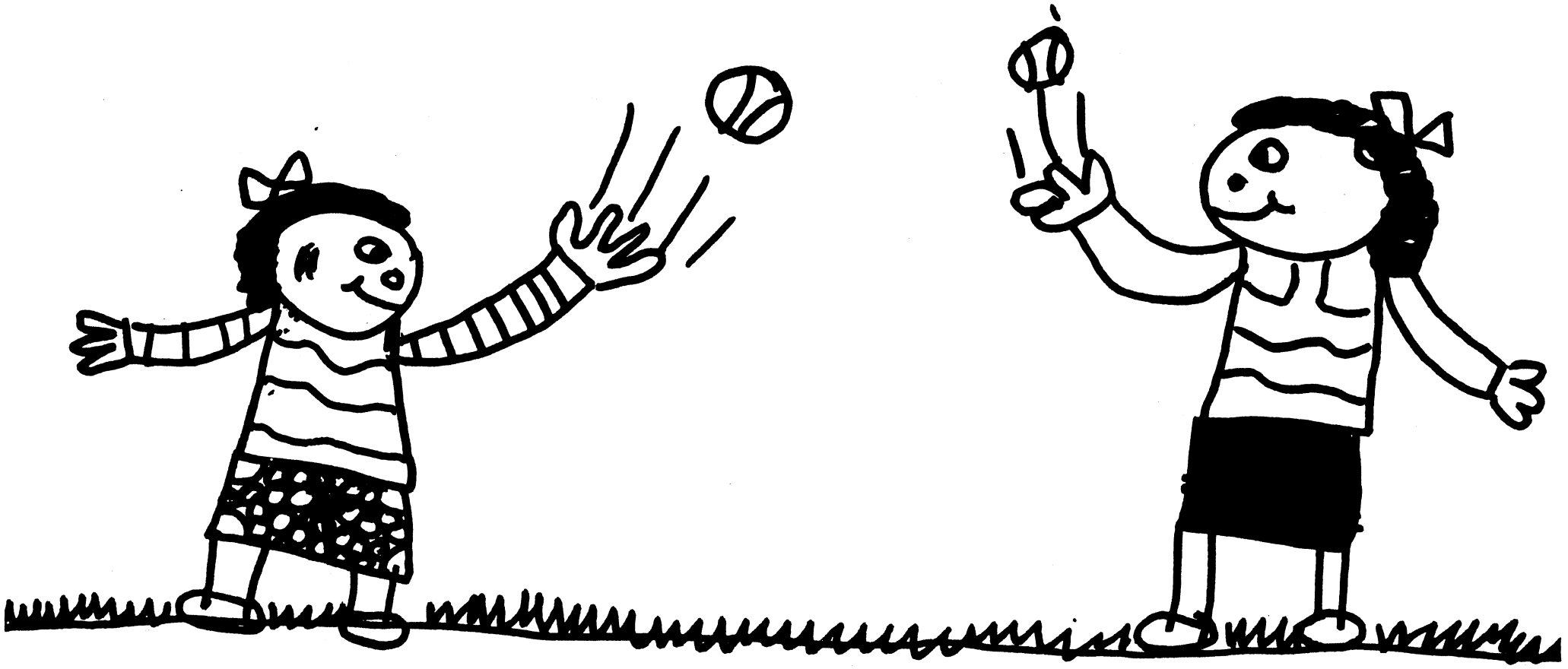
Grade Level: Kindergarten

Concept/Activity: Folk Dance

Objective: The learner will be able to:
D.K.4. Execute locomotor steps combined with body gestures to perform folk dances.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.4 Can the learner combine locomotor steps with body gestures?		
Clap hands and snap fingers to the beat of a drum, music. Tap feet, walk, hop to drum, music.	Do at a rhythmical pace of intended music. Do not allow running. Do several times in groups of 8 or 16. Get transitions from clap to snaps. etc.	Does the learner clap, snap, walk and hop to identified beat?
Perform sequences of 4, 8, or 16. Clap 4 walk 4, etc. Walk 16, hop 8L, hop 8R, etc.	Use even rhythm - 4/4 time. Use vocal cues to aid learners. One action, step per beat. Repeat several times getting good transitions from body action to locomotor action.	Does the learner demonstrate the ability to repeat the sequence on cue from memory?
Without music, walk 8L, 8R, 8 in, 8 out in a whole group circle.	Have the learners demonstrate movements without music; then add music, so learners can execute the movements. In stopping, starting, and changing directions, cue new direction one beat ahead to help learners anticipate. Concentrate on group effort. Teach the sequence and repeat several times. Create a new sequence and repeat it.	Does the learner demonstrate the ability to stay in step to the beat and change directions properly?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
K.4A Can the learner perform the hand/ body gestures and locomotor steps to a selected folk dance?	Choose a specific folk dance from those listed below and and teach the hand/body gestures and locomotor steps with with the class in proper formation. Shoemaker's Dance Chimes of Dunkirk Dance of Greeting Hokey Pokey Bingo Seven Jumps Sailor's Hornpipes	
Perform the movements of the dance without music	Teach dance parts separately before combining parts. Individuals or partners perform some dances in simple sequence before the chorus for the whole class. Choose and assign partners and then teach actions together. Do not worry about boy-girl partners at this level. If a locomotor movement (skip) is too difficult for learners, substitute an easier one (slide or walk). Verbally cue the learners and later withdraw the word cues.	Does the learner demonstrate the ability to put the dance parts together and repeat the dance steps three out of five trials?
	Again stress partner/group effort. Transitions from body actions to locomotor actions must be smooth. Whole class should be able to perform the complete record without an error.	Does the learner demonstrate the body actions and locomotor actions rhythmically and in proper time with music?



Caroline, 1st Grade
Augusta Circle Elementary
Greenville School District

Grade: First

Activity: Locomotion

Objective: The learner will be able to:

L.1.1. Move quickly forward, backwards or sideways using quick changes in direction to avoid contact with others.
L.1.2. Jump with two feet in any direction and form continuous jumps bounces.
L.1.3. Hop on either foot changing direction and the force produced in the hop to increase distance traveled or height.
L.1.4. Gallop with alternating changes in the lead foot.
L.1.5. Use a variety of locomotor patterns to show acceleration or deceleration of speed.
L.1.6. Combine three locomotor movements into a smooth pattern with a clear beginning and ending.

En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.1 Can the learner travel in different directions in general space at a quick speed	Note: Review kindergarten material before beginning new material for all of these learning experience.	
Traveling forward move as quickly as you can without making contact with others. Traveling backwards.	Difficulty is increased by decreasing the space available and by increasing the speed of the movement. Combine short sequences of traveling with quick stops at a teacher signal. Stress small steps that permit abrupt changes in direction. DO NOT permit collisions or crashing (not stopping on the feet).	While moving in general space do the learners change their direction and their pathway to avoid contact with others? Do they seek empty spaces and do they maintain a "searching" for others as they go backwards or sideways?
Changing direction as you travel.	Tag games are appropriate here. Manipulate the rules for maximum participation, full control of movement and non-elimination. The number of people who are it and the obstacles (equipment as well as frozen tagged) increase the difficulty. Games performed with movement in one direction are less complex.	

En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.2 Can the learner jump (bounce) on two feet in a variety of ways? In one spot. In different directions. Include a turn in the air. Little bounces growing into large bounces. Jump with a maximum force in a variety of directions.	Bouncing is facilitated with percussive help (clapping or drum). Encourage lightness and "springness" in the action. Look for and encourage full extension of the ankles (toes pointing down and reaching for the floor). Teachers should refine pattern specifically for efficient force production. Observe and seek the following: A. preparatory crouch. B. preparatory backward arm swing. C. forward and upward arm lift during take off. D. full extension in flight. E. giving action at landing with arms forward. In some cases jumping over a flat or long object on the floor may encourage more force production. Popcorn tag using "bouncy" movements can be used here as well as other forms of games modified to include hopping or bouncing. Self testing activities measuring how far students can jump from a point are appropriate.	Does the learner produce a light bouncing action on the feet when asked to? Note: Look for knee and full ankle extension. Does the learner show good jumping form: Clear two feet take off and landing? Use of the arms and preparatory crouch?
1.3 Can the learner vary the hop that is performed? Change height of hops from little hops to big giant hops. Keep the movements "bouncy". Hop forward and backward and sideways. How big can these hops be? Make the knees important.	The object here is to develop versatility with this single pattern. Low hopping becomes a bouncing action produced with primarily ankle flexion and extension. Increased force demands involvement of the arms and total body flexion and extension. Encourage the use of "high knees" and arms in forceful actions. Children cannot hop indefintely. It is tiring. Spread out the development of this material over several lessons.	Does the learner vary the force, level, direction, and height of the hop? Is balance maintained: Are arms used to assist movement not just held still for balance? In the single hop, does the learner produce maximum force and still maintain balance?

En Route Learnings	Teach to the Objective	Monitor Learner Progress
1.4 Can ther learner vary the skip and/or gallop.	As soon as all learners in the class can perform the skip in a rudimentary form the skip can be explored as a pattern to develop versatility correctly. Until that point give student a choice of skip or gallop. Percussive (uneven rhythm) with develop the pattern.	Does the learner skip in a forward direction on command showing alternation of feet and smooth rhythmical action?
Change size of step.		
Emphasize height of skip (knees high).	Force production in the skip is developed through flexion and extension. getting the knees high (lifting the knees). Will help the learner begin to produce elevation.	* NOTE: Beginners will have a hard time starting the pattern. Notice the ease with which they move into the skipping pattern.
Skip with another person.	Many games involving locomotion can be modified to include skipping or galloping.	
1.5 Can the learner use a variety of locomotor patterns to show acceleration or deceleration of speed?	Start with easy pattern first, then let the students choose. At first changes will be contrsted (very slow or or very fast). The object here is to develop a sensitivity to increasing or decreasing speed over time-gradually. Again, percussive accompaniment may help initially but should be withdrawn as learners are ready.	Does the learner gradually decrease speed from a run or gradually increase speed from a slow jog to an all out run?
Walking...show a gradual increase or decrease in speed.	Many games involving locomotion can be modified to include skipping and gallopping.	
Using other locomotor patterns to increase or decrease speed.		
1.6 Can the learner combine three locomotor movements into a smooth pattern with a clear beginning and ending?	This is beginning of sequence work. Sequences have a clear beginning and a clear end to them (stillness). The concern of the teacher is the smoothness of the transitions between movements. Give learners time to practice their repeatable patterns to make them as good as they can. Refine individual performances for force production and transitions. The same material may be used with small equipment such as "traveling from one place to another place."	Does the learner show evidence of knowledge of what a sequence is?
Choose two ways of moving on your feet. See if you can keep switching from one to the other.		

En Route Learnings	Teach to the Objective	Monitor Learner Progress
Practice your two movements until you can go from one to the other very smoothly. Add a still beginning and still end to your sequence.	Have learners demonstrate their sequences for the class (in groups) (repeat twice). Have the observers determine who had a sequence which showed the following parts: 1. a clear stop and start. 2. interesting ways of moving. 3. smooth transitions.	Does the learner show the ability to repeat the pattern?
Do your two movements in a more interesting way by changing the speed/direction or body part that is important.		Does the learner demonstrate smooth transitions?
Put three movements together, then add a beginning and end.		

Grade/Level: First

Concept/Activity: Educational Gymnastics - Body Management

Objectives: The learner will be able to:

BM.1.1. Take steps into a forward or shoulder roll and come to a support on the feet.
BM.1.2. Roll sideways using an egg roll or backward using a back shoulder roll.
BM.1.3. Land on the feet softly from a low piece of equipment and go into a forward roll.
BM.1.4. Take weight on the hands in a handstand position by raising the feet into the air from the ground and then replacing the feet with control and landing in a new intended spot around the hands.
BM.1.5. Travel with smooth transitions from one base of support to another using a variety of body parts.
BM.1.6. Swing from one base of support to another from a variety of hanging positions (where equipment or apparatus permits).
BM.1.7. Match a partner's balance using a variety of body parts.
BM.1.8. Support weight on hands to move over, or in, or out of a low piece of equipment.
BM.1.9. Combine several (3) traveling actions using locomotor actions on the feet with actions involving the hands and feet which have smooth transitions and focus on (a) changes in direction, (b) changes in speed, and (c) changes in level.
BM.1.10. Combine several traveling actions using locomotor movements on the feet with actions involving both hands and feet while traveling along, in and out of, or over a series of two pieces of small apparatus (hoops, boxes, benches, mats) and showing a focus on changes in directions, level and speed.

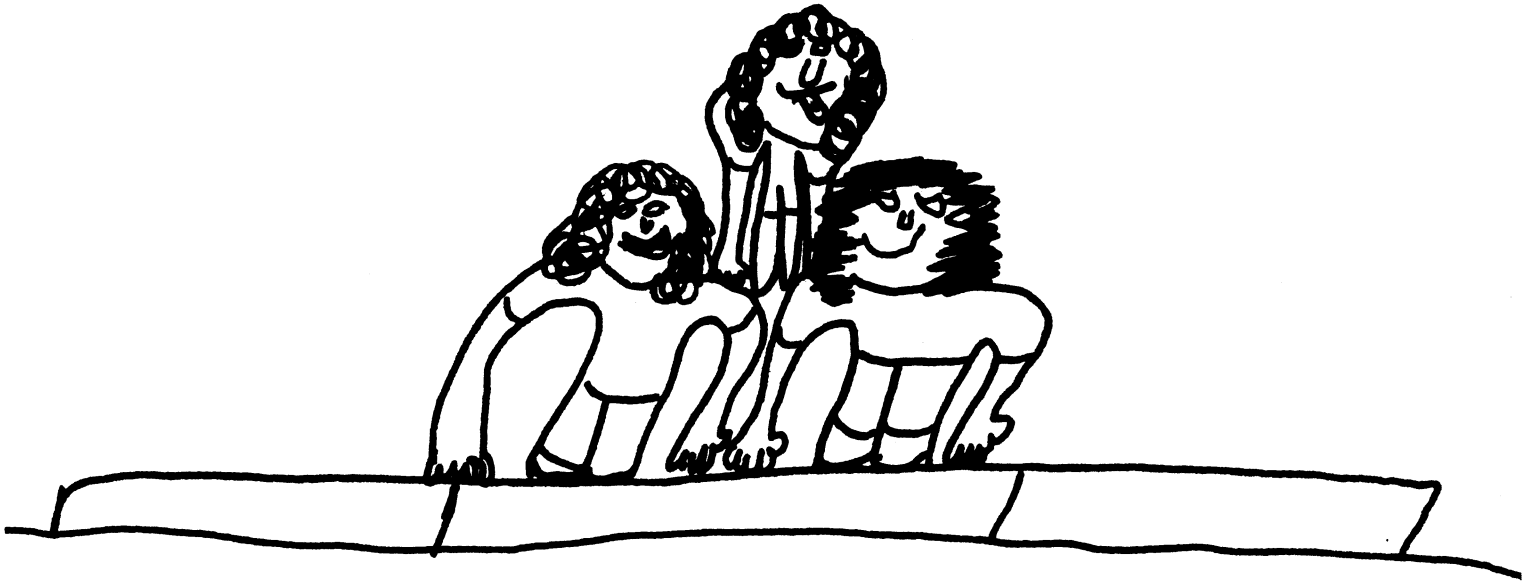
En Route Learnings	Teach To The Objective	Monitor Learner Progress
	This material assumes students have achieved kindergraten objectives. Review these before proceeding.	
1.1 Can the learner take steps into a forward roll or shoulder roll and come to a support on the feet? Make your body round and rock back and forth in as many ways as you can.	The object here is to help learners maintain tension to keep their body round. Exploring rocking on different surfaces will help this (back, front, side to side). Give students a choice of two hands (forward roll over head) or one hand (shoulder roll). Emphasize controlled lowering into a rolling action. Do not permit quick flips etc. Start with <u>"very slow"</u> movement to emphasize control. Do not permit head to support weight during any rolling action.	Does the learner do a controlled shoulder roll (forward roll) from a walk (either shoulder) to a stand? The action should be smooth with every part of the back touching in the rolling action. Students should be able to come to a support on their feet.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Use different directions Use different body surfaces. Lower and place part of your body on the floor from a stand. Can you roll over that part? Place your hand(s) on the floor. Gradually lower your body and roll over your shoulder (head) (head tucked). Take a slow walk lower your hand(s) and roll over shoulder or head. Come up to a stand, walk and try it again.	Encourage following through to a stand when appropriate. This material is designed to teach rolling as a concept - that is - how to make the body round from an initial position. The use of the hands and feet to lower the body gradually to the mat before a body part receives the weight is critical.	Does the learner lower the body to a mat gradually before allowing a body part to receive the weight of the body? Does the learner round the body over any initial part receiving the weight?
1.2 **Can the learner roll sideways and backwards?** Make your body as tight a ball as you can. Tuck everything in to a tight curl.	The tucked side roll and back shoulder rolls are specific movements. As they emerge teach for them directly. Look for hands helping to support the weight so the head can come through on the back shoulder roll. Emphasize "reaching " over the shoulder with the opposite knee. Dont't insist if students aren't ready for this--continue working on rocking backward keeping a tight curl.	Does the learner roll two times sideways consecutively keeping their body tight and maintaining continuous movement? Does the learner go over the shoulder to a support on the knee?

	En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Roll in different directions from this position. Release your arms and hands from the tight curl to help you push. Try sideways. If you go backwards, try to go over your shoulder using your hands to help you push.	Look for the use of the hands to direct the side roll.	Does the learner "reach with the knee" use the hands to temporarily support weight on the back shoulder roll? Does the learner use the hands to to direct the tucked side roll? Does the learner stay tucked?
1.3	**Can the learner jump from a low piece of equipment, land softly and continue landing in a forward roll?** Working on just mats; jump up, land and roll on the mat. Get on top of a piece of equipment. Jump down from that piece and land on your feet softly and still. Now jump, land softly and go into a roll coming to a stand. 1. increase height of jump. 2. work with jumping up as well as out.	Have the learner walk forward several steps onto a mat, jump up and land softly, then slowly and controlled lower to the mat and roll. Have learners practice landing on the feet first before including a roll. Emphasize landing then rolling to avoid any attempts to go into a roll before landing is completed. Emphasize roll to a stand. Do not allow learners to get out of control in their landings or rolling actions. Slow movement down if they show any signs of lack of control. Do it in "slow motion" if need be. You may include benches, low boxes, stacked mats, low balance beam or any equipment providing some elevation.	Does the learner demonstrate the ability to jump, land and roll on a mat with control? Does the learner jump off a piece of equipment from one foot height to land so that force is gradually absorbed on the feet and transferred smoothly into the rolling action? Does the learner come to the feet smoothly from the rolling position?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.4 **Can the learner lift the feet with hands on the floor/ mat, and position the feet to a new spot near the hands?**	Learners should be able to perform the kingergarten performance objective of the learner will be able to raise the feet up off the floor a minimum of three inches from a handstand ready position and replace them safely on the same spot softly before attempting this goal. Review kindergarten objective before trying this experience.	Does the learner support weight on the hands for one to two seconds or long enough to place feet in a new position in a controlled way? Does the learner: 1. control the landing of the feet. 2. lift from the hips pushing off from the upper leg.
Put your hands on the floor--bring your feet up and place them down in a new spot around or near your hands. 1. both feet together. 2. one foot in one spot and the other foot in a new spot.	Maintain rule regarding soft placement of feet down and only as high as student can control landing. Watch for hips going up rather than feet only. Watch for head <u>not</u> being tucked. Do not allow students to go over onto their backs.	
Put your hands inside the hoop. Pick your feet up and put them somewhere outside the hoop.	Encourage lifting the hips (starting with one foot close to hands so this is possible. Allow handstands and cartwheel type actions only if they can be fully controlled. Sometimes it is helpful to draw a clock with chalk on the mat or floor. Place the numbers around the clock. Have the learner place their hands in the center of the clock with their feet outside the circle of the clock on the number 6. Learner take weight on hands and go up and and come down on 6 - (or any other number). To extend the task have them kick-up from 6 and land somewhere between 3 and 9 on the clock face. Later, have learner begin at six and have partner choose the landing number of 3, 4, 5, 6, 7, 8, or 9. Using only the numbers on the lower half of the clock they will gain control before they get too high. Draw enough clocks for every two learners.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.5 **Can the learner travel with smooth transitions from one base of support to another?** Travel from one spot to another supporting your weight on different body parts: -Choose an interesting way to travel using your feet. Now go from your feet to a way to move using your hands and feet together. Can you combine the two so you go from feet to hands and feet and back to your feet smoothly? Practice until you get it really smooth. -Choose other ways to travel and move from one to the other smoothly or, different body parts.	If variety doesn't come out of this experience go back to kindergarten material to bring out variety. Encourage learners to make their sequence short (a few of each type of traveling before changing). Give them an example to practice if they have not done sequence work before.	Does the learner put an action on the feet together with an action on the hands and feet? Does the learner move from one base of support to another with control and smooth transitions?



En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.6 **Can the learner swing to a new base of support from a variety of hanging position?**	Most elementary schools do not have hanging and swinging equipment inside the gym. However almost all have this kind of equipment on the playground. This learning experence is important and is often left out of our curriculums. Have rings, ropes, bars, ladders, and other places to hang and swing.	Does the learner hang from a body part for two seconds?
Hang from different parts of your body.	The major emphasis of this work should be to just get the body into a swinging movement to another base of support. Extension or a full swing isn't important at early stages.	Does the learner swing to transfer to a new base of support? Does the learner swing from one base of support to another?
From one hanging position see if you can swing.	Insure that learners feel secure in the hanging position before you ask them to swing. Keep mats under student work and keep work low.	Does the learner swing from one base of support to another. different base of support?
Swing into a new support on a different part of the body (knees, hands, hips).		
1.7 **Can the learner match a balance to a partner balance on a variety of body parts?**	This experence should follow work without a partner that is included in the Kindergarten material. It is helpful for you to include a review of Kindergarten learnings. There is a potential ability level problem if students select partners of more or less ability. Watch for mismatches and adjust the partners for equal ability.	Does the learner show the ability to match the partner balance in two of three trials?
One partner make a balance on a variety of body parts and the other partner matches the balance.	Look for accuracy in body part placement and body shape. Extension at this point is not critical but should be encouraged for students who are capable.	
Look to see what parts are on the floor and what body shape the partner is making		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Hold the balance still long enough for a partner to really know what the balance looks like. Can both of you hold the balance at the same time?		
1.8 **Can the learner support weight on the hands to move over on, in, and out of a low piece of equipment?** Arrive in or on a piece of equipment supportining the weight on your hands. Use your hands to go in or onto a piece of equipment. Go off or out of the equipment using your feet.	Low boxes and folded mats are particularly suitable for this work. Encourage controlled weight transfer. Students will need opportunities to explore other body parts besides the hands and feet to support weight but will narrow their choices with experiences to those that are suitable. Students will need help keeping arms "strong" (pushing and and keeping arms straight as well as gradual lowering of body weight using the arms).	Does the learner place the hands in or on a piece of equipment, support their work and transfer the weight to their feet? Does the learner start with weight on the feet and transfer that weight to their hands with control?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.9 **Can the learner move smoothly from a locomotor movement on the feet to an action involving the hands and feet?** Find an interesting way to travel on your feet. Move from your feet to your hands and feet and back to your feet. Exploring different combinations of feet and hands and feet to make smooth transitions. Selecting a combination and putting the combination into a short sequence with a clear beginning and clear end.	Have learners choose two favorite locomotor moves and one traveling move using hands and feet. Next let them explore all possible combinations of two of the three choices, until they are satisfied with the smooth transition from one to one more. Lastly let them add a third, movement and experiment to discover best flow in sequencing. When the sequence is performed consistently and with some refinement have them focus on changing one of three elements somewhere in the sequence or the whole sequence. Often with first grades changing the direction, level, or speed of the whole sequence is easier to understand than a part of the sequence. When you feel learners are not working in a controlled way slow them down.	Does the learner move from feet to hand and feet smoothly in a variety of ways? Does the learner show a movement sequence with a clear beginning and end? Does the learner demonstrate the in the movement sequence a focus change of direction, speed or level?
1.10A **Can the learner's sequence locomotor and traveling actions using the hands and feet and showing changes in the travelling actions of direction, level or speed?**	This is beginning sequence work. Start with feet only to get the idea and then expand to hands and feet. When young children combine actions they usually go on forever before making a change. You can help by structuring when they change (ex: at the drum beat, or after 2 times of 1 movement change to another). To get students to change a quality of their sequence have them do it first how they wish to do it. Then tell them to show a change in speed, direction etc.	Does the learner : 1) keep the sequence short 2) show a still beginning and end. 3) meet the specifications of the task. 4) work in control 5) demonstrate smooth transitions

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.10B Can the learner show a movement sequence with smooth transitions between locomotor actions on the feet and actions involving feet and hands while traveling along, in and out of, or over a series of two pieces of small apparatus?	Apparatus suitable for work includes combinations of mats, low boxes, benches, planks, hoops, carpet squares. This is essentially the same content as 1.10A with equipment. Give students an opportunity to explore different combinations before insisting that sequences with a specific focus are designed. Again insist that all work be absolutely controlled and within the focus given by the teacher. Refine specific movements as they develop for learners who are ready.	Does the learner demonstrate a movement sequence and adapt the sequence for use to travel along, in and out of, or over a series of two pieces of small apparatus? Does the learner show a sequence with a specific focus? Does the learner use the equipment and the space around the equipment effectively?
Develop the movement sequence from the previous objective and change or adapt to the equipment. Emphasize the clear beginning and end and the smooth flow and transitions in the middle. Next have learners alter the sequence to show a clear change from the original sequence and show a focus change in direction, level or speed.	Give ample time to practice a sequence once chosen but with this age group don't insist on refined form of those movements.	See criteria for 1.10A Does the learner: 1) Keep the sequence short 2) Show a still beginning and end 3) Meet task criteria 4) Work in control 5) Show smooth transistions

Alan Brannon, 1st Grade
Pendleton Elementary
An[illegible]on District 4

Grade/Level:First

Concept/Activity: **Educational Sport/Object Manipulation** - Soccer Dribble

Objectives:The learner will be able to:
G.1.1 Dribble a ball slowly around obstacles using both feet.
G.1.2 Dribble a ball at a slow jog in a controlled fashion, and stop and change directions on command.

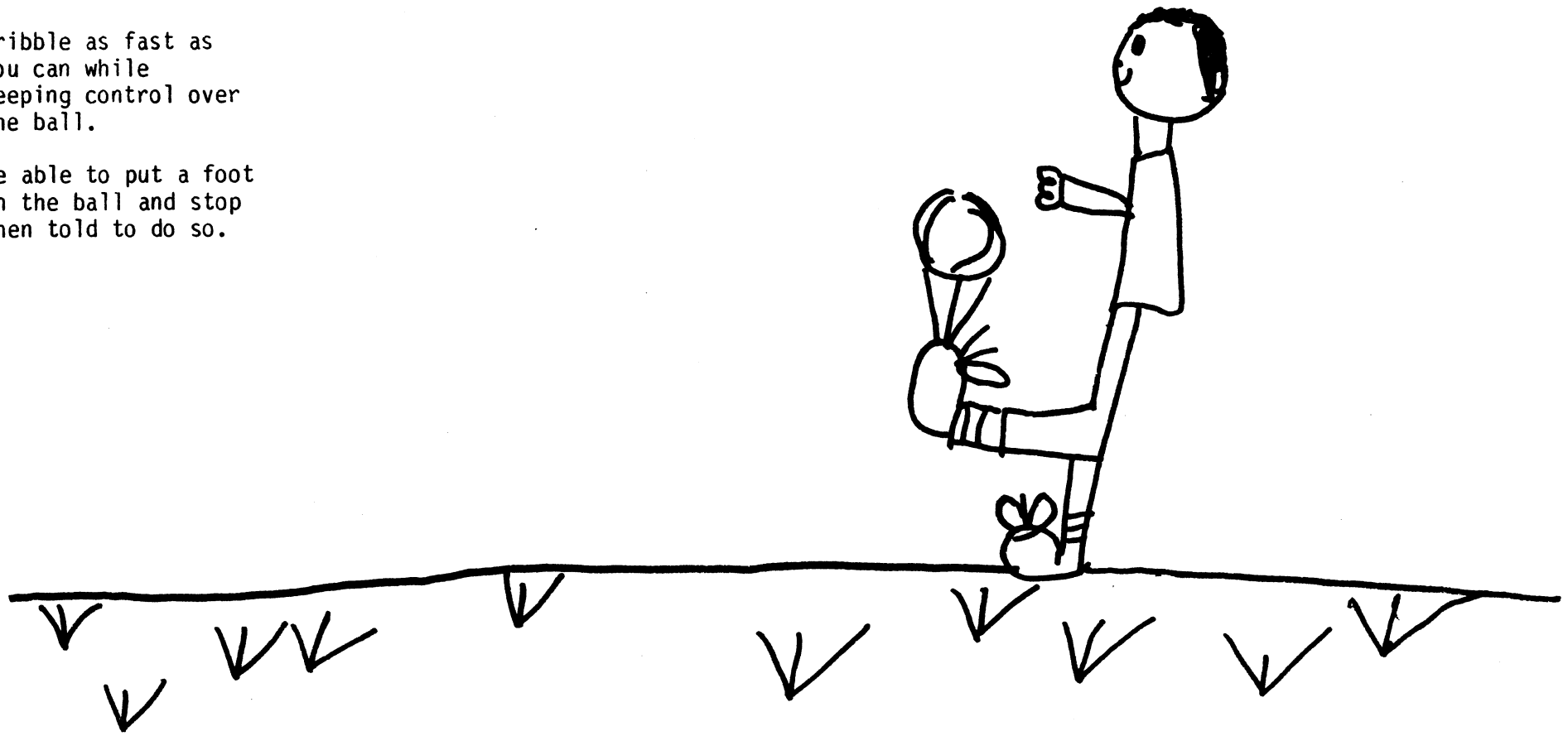
En Route Learnings	Teach To The Objective	Monitor Learner Progress
	Equipment: Bean bags/foam/ beach balls or underinflated balls, one per learner, objects to dribble around (cones, markers, etc.)	
1.1 **Can the learner use the inside of both feet to dribble a ball slowly around obstacles?** Dribble the ball around in the space, stopping and turning when told to do so and without being told. Dribble slowly around the obstacles coming close to them but not touching them.	Start dribble work with bean bag activities then shift to underinflated playground balls or beam balls. Model controlled dribbling and carefully identify the parts of the feet that contact the ball, how light the contact with ball must be, and the importance of control. Change to underinflated ball as learners demonstrate control. Move from almost stationary work into larger space and begin to establish obstacles to dribble around. Encourage them to maintain control. Model the way they must look both at the obstacles and the ball. Discourage racing. * If working outside, volleyball or soccer type underinflated balls may be preferred.	Does the learner use both feet to control the ball around obstacles in two of three trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.2 **Can the learner maintain control while dribbling at a slow jog, and changing directions and stopping on command?**	Start with slow dribble and have learners stop on command by placing their foot on top of the ball. Dribbling slowly, have them change directions on command. Reorganize when necessary so that they do not run into each other. Gradually encourage an increase in speed until the learners are moving at a jogging rate. Continue to practice changing directions and stopping on command.	Does the learner correctly control the ball while changing directions for ten to fifteen seconds?

Begin to move a little faster while dribbling, but be able to stop within the count of three when told to do so.

Dribble as fast as you can while keeping control over the ball.

Be able to put a foot on the ball and stop when told to do so.



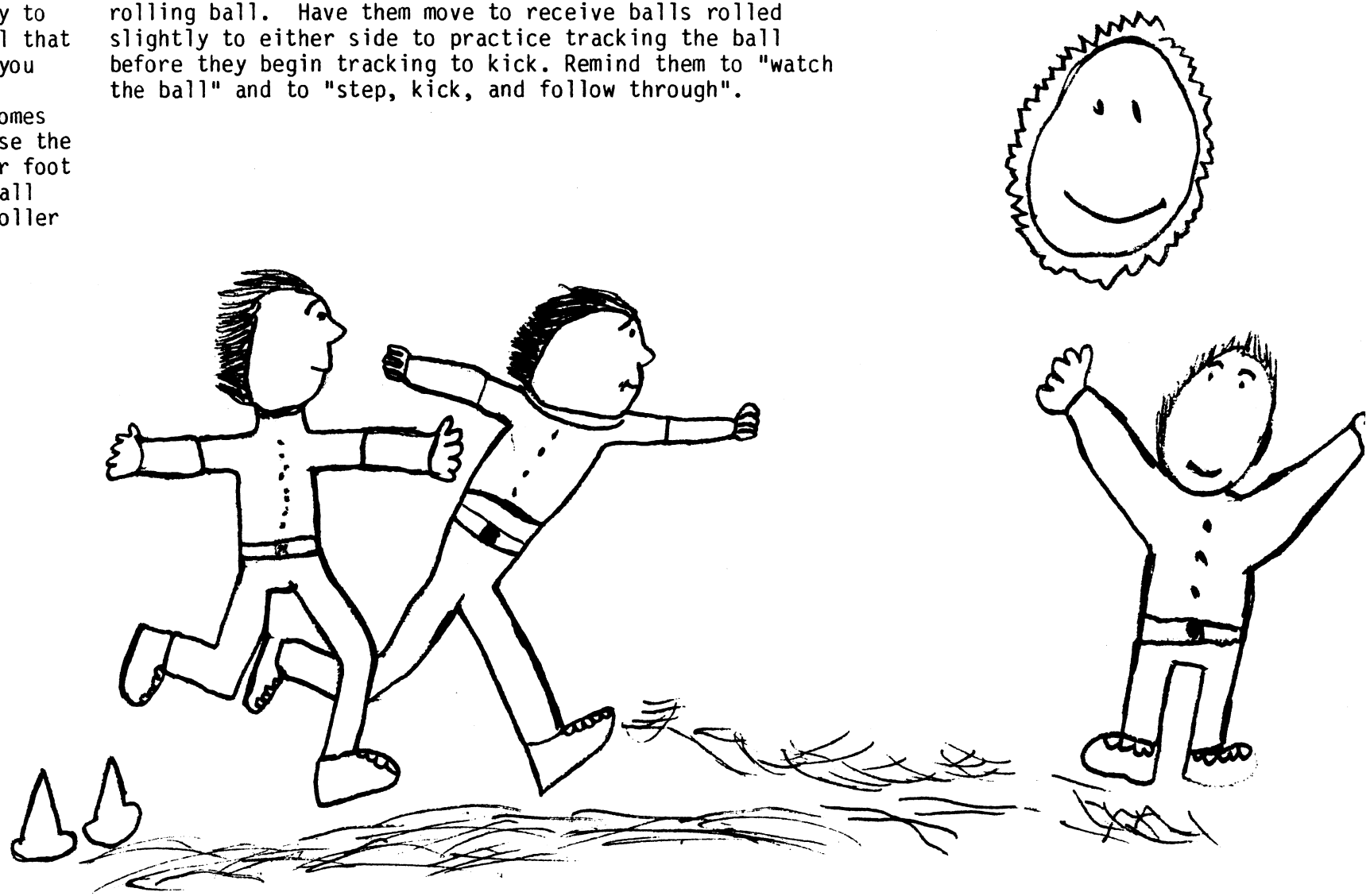
Grade/Level: First

Concept Activity: Educational Sport/Object Manipulation - Kicking

Objectives: The learner will be able to:
G.1.3 Kick a stationary ball to a large wall target twenty feet away.
G.1.4 Kick a ball which has been accurately rolled to them.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.3 **Can the learner use an instep kick to kick a stationary ball to a target twenty feet away?** Place the non kicking foot slightly behind the ball toward the target with the instep of the other foot. Take one or two steps to kick the ball toward the target.	Equipment: lightweight or foam balls (6 - 8in.) - one per learner large targets, inside or outside space. Targets should be large and colorful. A variety of target types and placement (cones on floor like a goal, some placed on wall, different shapes, etc.) stimulate the learner to work for control in the kicking. Provide an explanation (definition, model/example process) of correct appropriate kicking pattern for the learners. Identify the process of "step, kick and follow through". The focus of this experience is to encourage a full swing of the foot through the ball, therefore environment should be arranged to allow students to kick hard.	Does the learner succeed in kicking a stationary ball a twenty foot distance in three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.4 Can the learner track and kick a moving ball? Move your body to stop this ball that is rolled to you As the ball comes toward you, use the inside of your foot to kick the ball back to the roller	Equipment: As above, plus spots or floor markers, (cones) If learners can kick a stationary ball, then they should begin kicking a rolling ball. Use a spot or marker to help the kicker wait on the ball. Be sure learners can move to catch a rolling ball before they begin kicking a rolling ball. Have them move to receive balls rolled slightly to either side to practice tracking the ball before they begin tracking to kick. Remind them to "watch the ball" and to "step, kick, and follow through".	Does the learner kick an accurately rolled ball in three out of five trials?



Grade/Level: First

Concept/Activity: Educational Sport/Object Manipulation - Tossing/Throwing

Objectives: The learner will be able to:

G.1.5. Toss a bean bag/small ball into the air six to twelve inches above the head, and move several steps to receive it with control.

G.1.6. Use underhand tosses to hit a hula hoop target suspended at a medium height from a distance of ten feet.

G.1.7. Use overhand tosses to hit a hula hoop target suspended at a medium height from a distance of ten feet.

G.1.8. Use an overhead pattern to throw a small ball to a wall above a four feet line from a distance of twenty feet.

G.1.9. Toss a medium size (6 - 8 1/2in.), light weight ball eight to ten feet to a stationary receiver.

* NOTE: Although it is usually necessary to coordinate lessons on throwing with lessons on catching, it is important that the teachers maintain the focus on only one skill at a time until learners begin to acquire some automation with that skill. Lessons must be planned to emphasize the development of throwing skill without being hampered by a partner's catching skills.

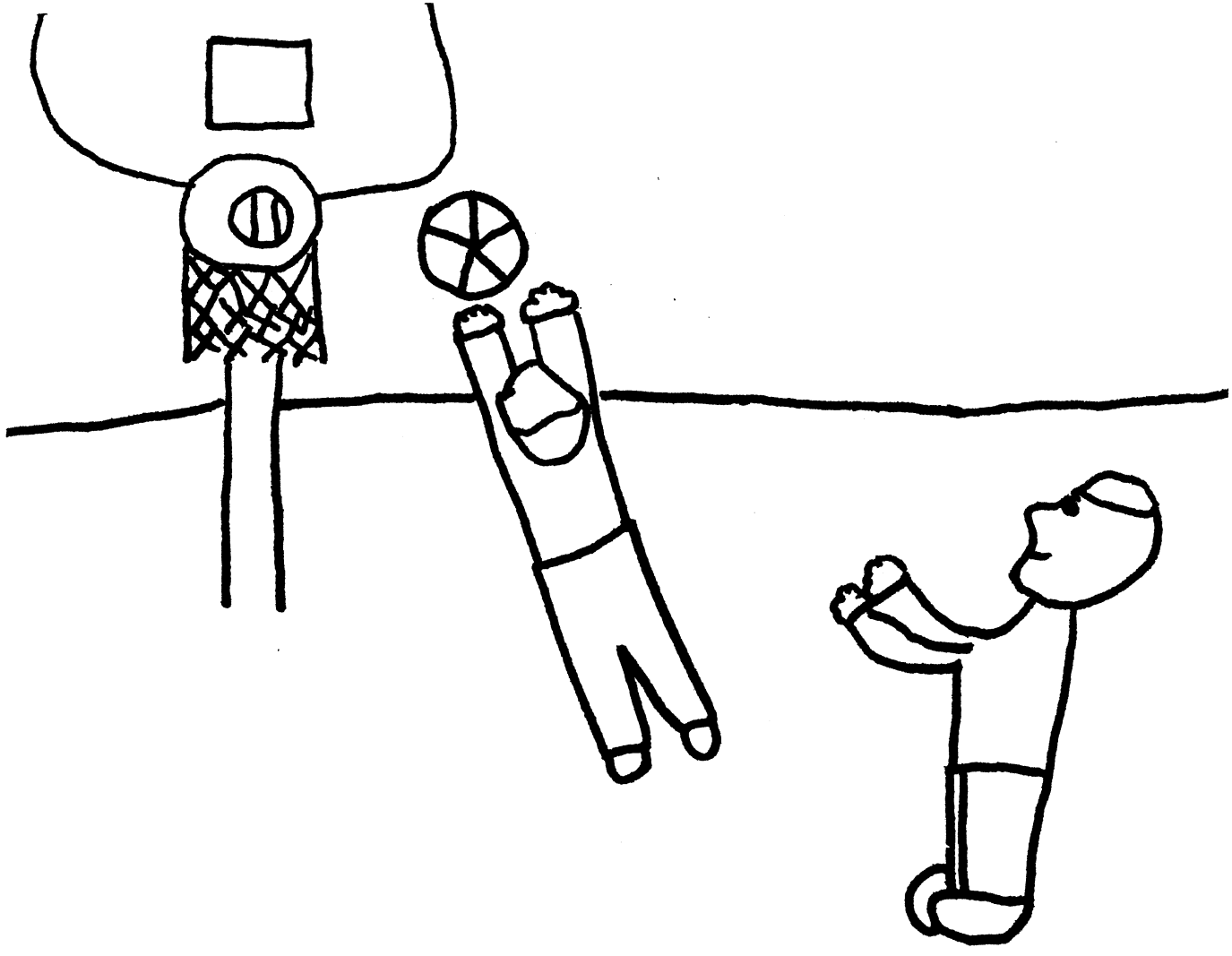
En Route Learnings	Teach To The Objective	Monitor Learner Progress

EQUIPMENT: A variety of bean bags and/or lightweight ball of various sizes are needed per child. Floor markers, hula hoops or other large target per child or set of partners. Indoors or outdoor space with wall or fence.

1.5	**Can the learner demonstrate control by tossing beam bag/ball slightly above head height and moving several steps to receive it?** Toss the bean bag/ball so that it goes straight up and just above your head. Watch ball so that you may toss it up and catch it. Toss the ball slightly in front of you, then step or move to catch it.	Use either a light weight, large ball or continue work with a bean bag or small ball. Direct learners to "toss the ball only as high as their head". From a low level, so they may better visualize the height wanted, model small controlled tosses one foot above head. Emphasize "watch the ball" and "catch the ball" rather than, "throw the ball". Help learners release ball at correct time so it will not go too much in front or behind the head. Use spots or other markers to help learners identify their position. Use challenges such as "catch your ball five times without taking more than two steps from your marker", "work to change the level of your toss so that sometimes it is high, sometimes just barely out of your hand, and sometimes at levels between", start 2 step off your marker then toss the ball up and in front so you can catch it on your marker", to help practice this skill. Have learners "look for a space, toss the ball lightly into that space, then be there to catch it".	Does the learner have the ability to toss into the air and catch within two steps, three out of five trials?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.6 **Can the learner use an underhand tossing pattern to accurately toss a ball a short distance to a target?** Hold the bean bag/ ball in one hand with palm up and toss it to the target (hula hoop). Stand as close to target as needed in order to hit the target. Toss underhand to hit the target. Stand on your spot and toss to the target - and hit it three times. Look at the target as you toss. Tossing underhand (overhand) hit the target from a distance of ten feet.	Have a variety of "hand-sized" balls or bean bags available. Learners may need to start closer and move back as success becomes fairly consistent. Remind learner to look at and reach toward target. A small target hung within the hoop can be a helpful focal point. Provide sufficient targets for continuous active practice. Although these learners will practice without a real "game structure", encourage them to keep count. Do not reward only those with the "most hits". Give different challenges such as, "hit the target five times in a row" or "count to ten hits with your underhand". Adjust target or distance for learners who meet challenges. Have learners take one step back each time they hit the target but move back to marker if they miss. Partners to retrieve (not catch) and return the balls may allow the tosser to establish a "grooved" pattern. Work with target on the ground as well as suspended targets.	Does the learner hit a target ten feet away in five of eight trials with underhand tosses? Check to see that the tosser's: ...look at the target. ...swing smoothly. ...point hand toward target. ...step toward target.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.7 **Can the learner use an overhand pattern to accurately toss a ball a short distance to a target?** Hold the bean bag/ ball in one hand and toss it to the target. Stand as close to target as needed in order to hit the target. Toss to hit the target. Stand on your spot and toss to the target - and hit it three times. Look at the target as you toss. Tossing overhand hit the target from a distance of ten feet.	Model tossing skill and point out to the learners where to look, the smooth swing, to point hand toward the center of the target and to step toward the target. The information used with the underhand toss in the preceeding objective may be used with the overhand toss. The emphasis continues on a light toss focusing on accuracy.	Does the learner: ...look at the target. ...swing arm smoothly. ...point hand toward target. ...step toward target.



En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.8 Can the learner demonstrate a beginning mature throwing pattern while throwing a distance of twenty-five feet? Throw to the wall above a four feet line. While throwing, say these words to yourself, "Step, throw and follow through.	Use throwing objects that learners can hold in one hand. Model a mature throwing pattern emphasizing the following visual cues: a) Shift back [rotate and put weight on back foot], b) Elbow up [hand back, elbow parallel to floor], c) Step and throw. Use verbal cue of: "step, throw, follow through" as learners throw. Markers help learners step with opposite foot. Start closer to target and move back as rapidly as learners succeed. The emphasis is on force production - not control, but do provide large target areas to help learners focus and improve their control. Use a variety of small balls. Encourage learners to "throw hard". Establish target distances and have partners beyond maximum throwing distance to retrieve balls or have them close enough so the learners must throw hard to throw the ball over their heads.	Does the learner have the ability to hit the target area five out of eight trials from twenty feet? Does the learner ...assume a side position ...bring ball back benind the head and "make a muscle with the arm to 90 degrees ...step toward the target ...point to the target on release.
1.9 Can the learner toss a ball accurately to a stationary receiver? Reach toward the receiver in tossing the ball. Aim to your receiver's hands. (Which should be in ready position). Toss so your receiver can catch the ball five times in a row.	Use bean bags start partners close for success and gradually back them apart. Spots or markers may help partners remember where to stand. Provide clear models for both tossing and receiving and indentify cues for both skills. Emphasize the importance of "accurate" tosses that can be caught and provide challenges such as, "see if you and your partner can toss and catch five in a row. As the less developed catchers begin to have trouble, you will need to shift to using the "mature" catchers so focus and success can be on the objective. (See Catching Objectives for points on developing tossing and catching.)	Does the learner toss five out of eight balls from ten feet which arrive between the knees and shoulders and within an arms reach to the left or right of the stationary receiver? Does the learner: ...look at the receiver. ...swing tossing arm smoothly. ...point hand toward partner. ...step toward partner. ...wait until partner is in position.

Grade/Level: First

Concept/Activity: Educational Sport/Object Manipulation - Catching

Objectives: The learner will be able to:

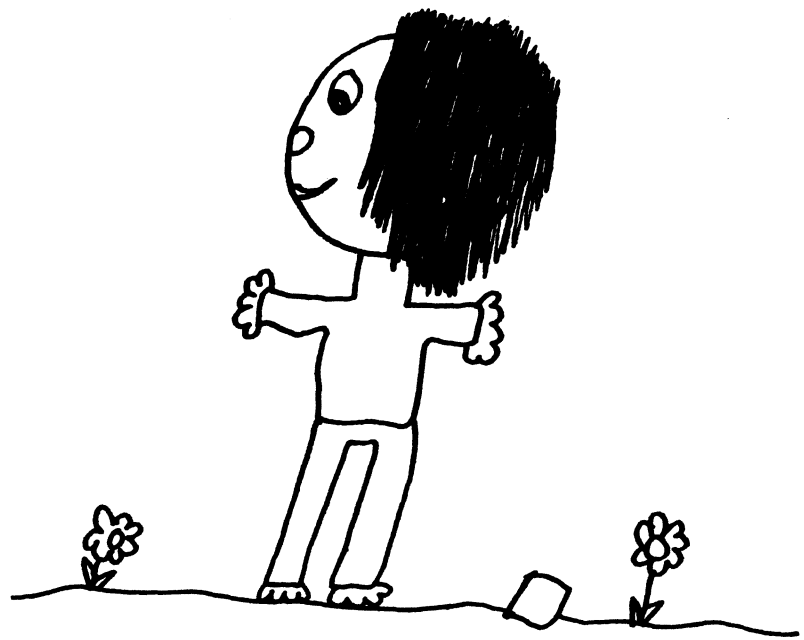
G.1.10. Toss a bean bag/small ball into the air six inches to twelve inches above the head and move several steps to receive it with control.

G.1.11. Catch a medium size (7-8 inches) ball accurately tossed from a distance of six to eight feet.

NOTE: It appears that throwing develops earlier than catching, and it is possible to offer considerable practice in tossing to targets without being concerned with catching skills, therefore, the earliest partner work in their area may focus on catching. It is important that the teacher maintain the focus during partner work on one skill at a time until learners begin to exhibit some automation with their skill.

En Route Learnings	**Teach To The Objective**	**Monitor Learner Progress**
EQUIPMENT: Bean bag or small ball about (6 - 8 1/2in.) one per child.		
1.10 Can the learner catch a self-tossed ball? Toss the bean bag/ ball into the air straight above the head and catch it. Toss the bean bag/ball just higher than the head but out in front of the body so that you move or take a step or two to catch it.	Practice self toss and catching the ball off the wall. Using bean bags, the learners may work on tossing into the air and catching or "stopping" the bean bag with different parts of the body. Use a spot or marker for each learner and then "Toss the ball" into the air a little way ahead of you and walk forward to catch it. "Stay in your space but toss the ball a little farther and run to catch it". Tie a rope above five feet in the air and have learner toss a ball over the rope then run under the rope and catch it.	Does the learner toss a ball into the air 6 - 12 inches above the head and move several steps to catch it?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.11 **Can the learner catch an accurately tossed ball?**	Speed, size, and trajectory of flight are some of the factors which influence the ease or difficulty of catching. Using larger balls which travel slower, and which are tossed to arrive in a vertical (bouncing up to, or down to the catcher's hands) is one way to simplify this task. As the learner gains skill and confidence, the ball size may become smaller, the flight faster and the trajectory more of an arc in the air. Large balls are easier to track but small balls are necessary for mature catching patterns to develop, therefore, opportunities for working with small balls should be be provided.	Does the learner catch an accurately tossed ball from a distance of six to eight feet in four out of five trials?
Work with a partner to catch a ball which is rolled from six to eight feet.		
Watch the ball as it is coming toward you.		
Use "little fingers together" to catch the ball.	Provide model for learners and help them focus on ready position with hands at waist height and fingers relaxed, spread and pointed toward partner, and on how finger close on slight.	
Catch the ball as your partner tosses it to you.		
"Give" with the ball as it is caught.		



Grade/Level: First

Concept/Activity: **Educational Sport/Object Manipulation** - Striking with Body Parts

Objectives: The learner will be able to:

G.1.12 Strike a ball into the air from a self toss with one body part above the waist and one body part below the waist and catch it with control.

G.1.13 Strike a balloon or lightweight (vinyl) ball into the air using a variety of body parts above and below the waist.

G.1.14 "Dribble" a ball slowly through space and stop with control on command.

En Route Learnings	**Teach To The Objective**	**Monitor Learner Progress**
1.12 Can the learner use a variety of body parts to volley a ball into the air so that it can be caught with control?	Equipment: one balloon or lightweight ball per learner. The ball should be soft, colorful, weight and clearly seen. See Kindergarten Striking and Teach To The Objective. Start with a single strike and catch pattern with hands. As learners demonstrate control, gradually increase the number of strikes and the use of other body parts.	Does the learner demonstrate the ability to toss, strike above the waist, below the waist, and catch in sequence in three out of five trials?
Hold the ball with one hand, strike upward with the palm of the other hand and catch IT! Repeat this strike catch pattern.	Establish a sequence for the learners to practice that involves three consecutive hits and uses different body parts. Let them suggest ways to change the sequence and gradually have them create one of their own. Work with hitting to different levels, from different body positions and sometimes jumping in the air.	
Hit the ball into the air using two different body parts, one above the waist and one below.		
Strike the ball into the air and catch it.		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.13 **Can the learner choose a different body part (both above and below the waist) to strike the balloon/lightweight ball into the air for several hits?** Keep the balloon/ lightweight ball in the air by hitting it with the hands while you are sitting down. Kneel, (then stand), hit the balloon/ lightweight ball into the air with a hand; now the other hand; both hands; one hand then the other. Hit the balloon/ lightweight ball into the air with the elbow, the other elbow; both elbows; one then the other. Hit the balloon/ lightweight ball into the air with the head.	Activities with bean bags or fuzz (yarn) balls may be used to help the learner watch the ball and develop hand-eye coordination. Place the bean bag/fuzz ball on a body part and toss it gently into the air. Try to catch it as it comes down. Allow learners to play - under control - with their balloons. By working in personal space with the balloons, they will become more familiar with the flight of the balloon. Direct them to contact the balloon with specific body parts above the waist (hands, fingers, palm, back of hand, different fist positions, different finger combinations, arms, elbow, shoulders, etc.) and include working at different levels (high, medium, and low). Have them work to jump and contact the balloon with different hand and finger positions. Direct them to use alternate body parts and to work from different body positions (sitting, lying, kneeling and standing). Begin to use body parts below the waist and alternate with those above. Develop specific, simple sequences for the learners to practice.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Hit the balloon/ lightweight ball into the air with the back; shoulder; forearm (other suggestions below).		
Hit the balloon/ lightweight ball into the air with three different body parts above the waist.		Does the learner use at least three different body parts when striking the balloon/lightweight ball in three out of five trials?
Hit the balloon/ lightweight ball into the air with three different body parts from below the waist.		
Hit sometimes with a body part below and sometimes with a body part above the waist.		
1.14 Can the learner move slowly through space while "dribbling" a ball, then stop when directed?	Model the dribbling position for the learners so that they may see how to bend the knees and lean forward slightly in a dribbling position. Remind them to direct the ball directly down and to push down hard enough to make the ball return to them. Allow practice with the non-dominant hand. As they gain control and confidence in moving with the ball, encourage practice changing hands as they dribble.	Does the learner maintain body and ball control for a ten second period? Does the learner dribble at least three consecutive bounces and then stop on signal in two of three trials?
Stay in own space and bounce or push the ball to the floor five times without missing.		

Try this same thing with the other hand.

Work to contact the ball with the fingers rather than the palm.

Dribble the ball then stop and catch it on the signal to stop.

Begin to move slowly around in general space while dribbling your ball.

Listen for the signal to stop as you move through space dribbling the ball and stop without losing your balance.

Grade/Level: First

Activity: Object Manipulation/Striking With Implements.

Objectives: The learner will be able to:
G.1.15 Strike an accurately tossed beach ball with a plastic bat.
G.1.16 Strike an accurately tossed light weight foam ball with a light weight paddle.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.15 **Can the learner hit an accurately tossed beach ball with a plastic bat?** Catch a ball that is tossed to the learner. Stand sideways to the target and swing the bat. Show how to keep the bat level (horizontal plane) during the swing. Strike the ball off the tee. Watch the ball as it comes to you and strike it with the bat.	Equipment: One plastic bat and beach ball for every two children. See Teaching Considerations and equipment in Kindergarten. Model the proper grip, stance and swing. The use of foot diagrams help young learners keep their feet in the proper position in relation to the oncoming ball. Remind the learner to "watch the ball" and if there is difficulty doing this, return to the stationary ball on a tee. The batter should have a target area for assistance in gaining control. The target should not be too far away or too small. The learner should be challenged, but successful, with the majority of hits.	Does the learner successfully hit three out of five accurately tossed balls, and maintain correct feet placement?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.16 Can the learner hit an accurately tossed ball with a light weight paddle. Practice hitting the whiffle/foam ball that is hanging from the string. Watch the ball as it comes, then hit it with the paddle. Try to hit the ball to the wall/fence/ line target.	Equipment: Whiffle or foam balls hanging from a ceiling paddle (1 per two learners). Practice striking a ball suspended by a string gives the learner the opportunity to judge location and timing. Paddle should be short handed and light weight for tasks with this age. Model "shake hands" grip and proper form for striking and contacting ball off of the front foot.	Does the learner successfully hit five out of eight tossed balls?

Grade Level: First

Concept/Activity: Educational Dance and Rhythms (Awareness of Space-Shape)

Performance Objectives: The learner will be able to:

D.1.1. Demonstrate an awareness of body shapes including big, small, sharp, and smooth while working in personal and general space. (Awareness of Space - Shape)

D.1.2. Move selected body parts/the whole body fast and slow, while staying in one spot and while moving through space. (Awareness of Weight and Time)

D.1.3. Execute opening and closing actions in combination with locomotor movement through space. (Body Awareness)

D.1.4. Combine action words involving jumping and stopping while staying in one spot and while moving through space. (Body Awareness)

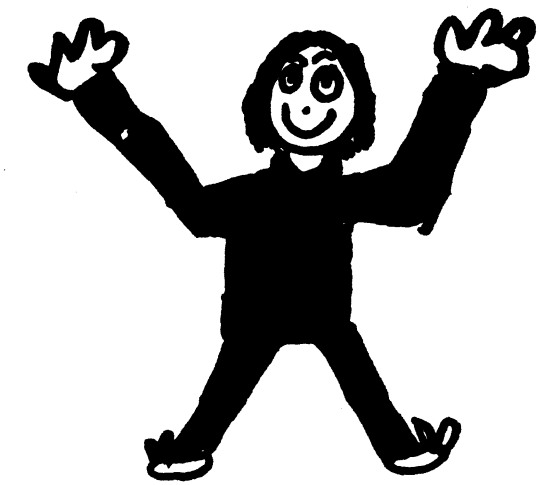
D.1.5. Interpret experiences in texture through movement in personal and general space. (Senses - Touch - Texture)

D.1.6. Demonstrate skill in combining walking steps with simple patterns of partner and group interaction while performing folk dances in a circular fomation.

En Route Learnings	**Teach To The Objective**	**Monitor Learner Progress**
1.1A Can the learner move in and out of a variety of shapes while in personal space?		
In personal space make the biggest body shape you can think of. Make your body as small as you can.	First responses will be to big by standing in a stretch and small by being a ball. Encourage learners to seek other ways to be big and small.	Does the learner contrast between the big and small shapes?
Make big and small shapes while changing levels, number of bases of support. Make changes of shape fast-slow.		Does the learner demonstrate changes in levels and base of support?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Make four different big and small shapes which show changes in level and base of support.		
In personal space, make a shape that is all rounded and smooth. Make a shape which has sharp points sticking out (angles).	Have them use different body parts to create angles and sharp points--elbows, knees, hips, head, hands, shoulders.	
Make smooth and sharp shapes while changing leves and base support.		Does the learner demonstrate contrast between the smooth and sharp shapes?
Make changes of shape fast-slow.		Does the learner clearly demonstrate changes of shape such as from big to little, round to sharp, high to low etc.?
Make four different smooth and sharp shapes which show changes in level and base of support.		
1.1B Can the learner move in and out of a variety of shapes while in general space?	Same as general consideration as above.	
Choose your favorite way to travel about the room while your body is in a big, small, smooth, sharp shape.	Encourage learners to look for a space before they start to move. This will eliminate students wandering aimlessly.	Does the learner, while moving, make it "easy" to tell the particular shape being emphasized in three out of five situation?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Choose a body shape. Travel through space to a spot while maintaining that shape. When you arrive at that spot pause and change shapes. Travel to a new spot using your new shape. Keep traveling and changing shapes.	Stress maintaining integrity of the shape while moving.	Does the learner maintain body shape while traveling from one to five seconds?



Grade Level: First

Concept/Activity: Educational Dance and Rhythms (Awareness of Weight and Time)

Objective : The learner will be able to:
D.1.2. Move selected body parts/the whole body fast and slow while staying in one spot and while moving through space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.2 Can the learner move body parts fast and slow while staying in one spot and moving through space?		
While in one spot, move one body part fast, then another and another. Move several body parts fast simultaneously.	Movement should be quick, then over in a flash. Make sure learners choose variety of body parts to move, not just feet and arms.	Does the learner choose at least five body parts to move fast and slow?
Do the same by moving one body part slowly, another and another Move several body parts slowly simultaneously.	Look for sustained movement with a definite ending. Encourage creative responses. Move body parts that others around have not chosen.	
Allow a fast quick movement to take your body somewhere in space. Put several fast moves together in succession.	Movements should go beyond a run. Movements should not go on forever. Movements can change; levels, directions and pathway.	Does the learner use hops, runs, skips, jumps, rolls, collapses to contrast fast and slow?

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Now have a slow sustained effort take your body through space. Put several slow moves together. Choose on the spot movement of body parts that accelerate (get faster), decelerate (get slower). Accelerate and decelerate while moving through space.		
Put together a sequence. A begining pose, a fast on the spot move, a slow move through space, a slow move on the spot and an ending pose. Trying other combinations. Have the learner develop fast-slow sequence contrast movement with others around. Where they move fast, you move slow etc.	Let learners decide own pacing.	Does the learner develop a sequence that begins with a pose, fast on the spot move, a slow move through space, a fast move on through space, a slow move on the spot and an ending pose (other combinations should be encouraged and accepted)?

Grade Level: First

Concept/Activity: Educational Dance and Rhythms (Body Awareness)

Objective 3: The learner will be able to:
D.1.3 Execute opening and closing actions in combination with locomotor movement to per form a movement sequence.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.3A Can the learner, while in one spot and using selected body parts, perform actions that close? (shrink, surround, shrivel, clasp, and contract)		
Perform whole body actions that close.	Look for variety in use of parts. Emphasize the specific qualities of each action words.	Does movement represent qualities of specific action words?
Choose three different ways to close your body parts, whole body.		
1.3B Perform actions which close your body while traveling a short distance.	Combine locomotor and closing actions.	
1.3C Can the learner while in one spot and using selected body parts perform actions that open? (grow, spread, expand, and release)	The considerations for this en route learning similar to the above.	
Perform whole body actions that open.	Look for variety in use of parts. Emphasize the specific qualities of each action word.	Do the movements represents qualities of specific action words?
Choose your favorite wa·· to open , using p· s and whole body.		

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Perform actions which open your body while traveling a short distance.		
1.3D Can the learner in alternating fashion perform body actions that open and close the body.	In these learning experiences, the learners will combine opening and closing actions. Encourage learners to vary speeds, force, space, level.	
Contrast ways to open and close. Open fast, close slow, open direct, close indirect, open smooth, close jerky.		
Put together actions which open, travel, close, open, travel, close. Into a short sequence.		**Does the student clearly vary means to open, close? Does opening and closing actions include at least one additional movement quality?**

Grade Level: First

Concept/Activity: Educational Dance and Rhythms (Body Awareness)

Objective 4: The learner will be able to:
D.1.4 Combine action words involving jumping and stopping while staying in one spot and while moving through space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.4A Can the learner take action words involving jumping and stopping and apply them to movements while in one spot and while traveling.		
While in one spot, choose one body part and make it jump.	Make sure students use a variety of body parts. Emphasize the quality of each action word-direct, indirect, heavy, light.	Do jumping actions express qualities of time, force and space?
Think of other action words like bounce, leap, prance, fly, soar, hurl.	Explore one word at a time, then let students choose actions. Use a precussive instrument at first, then go to self-paced student work.	
- Make other body parts do jumping actions. - Move several body parts at the same time. - Integrate qualities of space-direct and indirect, force-heavy and light, time-sudden and sustained.	Use a precussive instrument at first to signal start/stop of movement. Self-pacing the actions may follow.	
Perform three different jumping actions with different body parts.	Encourage a varity of responses.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
Try three different ways of jumping which emphasize the qualities of force and space.		
Move somewhere while making your body do jumping actions.		
Experiment with several jumping actions while traveling about.		
Try several ways to make a body part stop after moving.		Do stopping actions express qualities of time , force, space?
Think of other action words which include coming to rest - freeze, hold, perch, settle, anchor.	Look for different qualities in stopping actions. Use different action words to cue variety of stops.	
Integrate qualities of space - force and time.	Using the qualities of time, space and force, try three different stopping actions with different body parts.	
Move about and try several ways to come to a stop.	Make stopping actions after traveling show changes in times, force, space.	

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.4B Can the learner combine jumping actions with stopping actions?		
Combine jumping actions with stopping actions while on the spot and while traveling.	Specify sequence at first - bounce, hold, prance, settle. Then allow students to make up own sequences.	Does sequence represent several different components of jumping and stopping actions?
		Are transitions between jumps and stops clear and succinct?
Combine action words into a movement sentence.	Look for a variety of action words used to express jumping and stopping.	
Put together a sequence of jumping and stopping actions while on the spot and while moving.	Using the qualities of time, space and force, try three different stopping actions with different body parts.	Do actions represent qualities in movement sentence chosen?

Grade Level: First

Concept/Activity: Educational Dance and Rhythms (Senses - Touch, Texture)

Objective 5: The learner will be able to:
D.1.5 Interpret experiences in texture through movement in personal and general space.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.5 **Can the learner develop a short movement sequence by selecting two or three articles and interpret their textures and/or properties?**	For objects to have any real value in a learner's dance education they should be presented to spark greater use of one's movement imagination, a deeper understanding of the quality which can be translated or to heighten the use of objects in completely new situations - a newspaper can becomes something to wad up, hide behind, skate upon, wear as a hat, etc.	
Then explore appropriate movement for the properties textures, shapes. Do this separately for several different objects. Choose an object and describe its properties. Create the shape of the object. Choose two or more of its properties and interpret these properties through your movement. Now combine movements /shapes appropriate for rock, cotton, balloon, string or rubber band.	Bring a bag of articles containing different textures and properties to class - a rock, a cotton ball, a ball of string, a rubber band, a balloon, a piece of wire. Bring each piece out one at a time and discuss it properties. Rock-shape, smooth, round/angular, hard, cold, smooth, heavy. Next show in movement its heaviness, shape, solidness, jaggedness. Cotton - soft, bumpy, light; can be squeezed, pulled apart, dropped without a sound, wind could toss it. String - tight/loose, straight lines, angles, curves. Each time disuss, then explore appropriate movements, qualities or properties/ textures.	Does the learner make verbal descriptions that are accurate, complete creative and innovative? Does the learner demonstrate movements that are characteristic of the textures, shapes and properties of the object in three out of five dance movements?

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Now pick your two favorite articles and dance their texture: what do they feel like to the touch; what do they look like; and what are they?	Learners may wish to bring objects of their own. This is a time to explore, consider the qualities/properties of objects, be creative/outrageous. Careful examination of the movement properties of objects should be made prior to working with learners a wire is hard but pliable, slender, strong, linear, form producing. Learners can thus find the real movement possibilities provided by the object.	Does the learner demonstrate the ability to interpret the articles through movement effectively so you can determine what the articles are in three out of five situations?
Develop a short movement sequence by selecting two or three articles and interpret their textures/properties.		

Grade Level: First

Concept/Activity: Folk Dance

Objective: The learner will be able to:
D.1.6. Demonstrate skill in combining walking steps with simple patterns of partner and group interaction while performing folk dances in a circular formation.

En Route Learnings	Teach To The Objective	Monitor Learner Progress
1.6 Can the learner perform simple walking steps folk dance patterns with a group?	Select your own simple folk dance music. Be sure that it is designed for learners of the grade level. The dance should focus on walking steps.	
Get partner, move into a circle in one minute.	Get into appropriate formation - single or double circle. Boy-girl partners unimportant. If available, use circle lines of floor to assume formation.	Do the learners form a circle correctly?
	Without music, teach the parts of specific chosen dance. Teach Part A, Part B, put Parts A and B together; then teach Part C and add to Parts A and B.	Does the learner perform the steps correctly without music three out of four trials?
Clap, snap, and walk to beat of music.	Help learners adjust to rhythm of the music. Clap, snap and walk to music in appropriate formation clockwise/ counterclockwise. (Have learners point line of direction ahead of time). Give vocal cues for each step (walk 2, 3, 4, step 2, 3, 4). Do the dance with students.	Do the learners stay in step with the music/learn vocal cues three out of four trials?

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Perform the dance to music.	Perform the dance to music. Repeat dance in other lessons so learner can enjoy dancing and are not only learning the dances. Gradually withdraw vocal cues as students learn sequence and can perform to music only. Perform selected dance to the music: Baa Baa Black Sheep Bluebird Muffin Man Farmer in the Dell Jolly is the Miller Shoemaker's Dance Ring Around the Rosie Sing a Song of Sixpence Seven jumps	Does the learner demonstrate the ability to repeat the dance sequence correctly four out of of five trials?

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